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The effect of poor discipline on achieving a grade point total consistent with ability at Tuckahoe Junior High School

John Wayne Traylor

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THE EFFECT OF POOR DISCIPLINE ON ACHIEVING
A GRADE POINT TOTAL CONSISTENT WITH ABILITY
AT TUCKAHOE JUNIOR HIGH SCHOOL

A Thesis
Presented to
the Graduate Faculty of the
University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
John Wayne Traylor
August 1968

APPROVAL SHEET

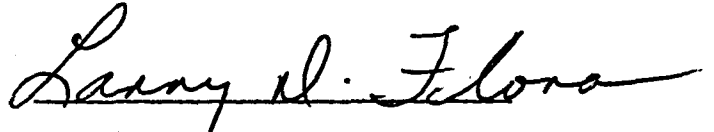
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John Wayne Traylor, B.A.

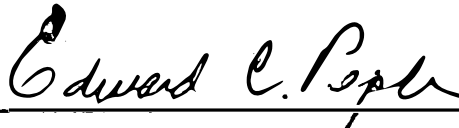
candidate for the degree of Master of Science in Education, hereby
certify their approval of its acceptance.



Edward F. Overton, B.A., M.A., Ph.D.
Professor of Education and
Dean of Summer School



Larry D. Flora, B.A., M.Ed., Ed.D.
Assistant Professor of Education



Edward C. Peple, B.A., M.A., Ph.D.
Dean of Graduate School

15 July 1968
Date

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To his wife, Mrs. Faye F. Traylor, and to his mother, Mrs. Lucille F. Traylor, he wishes to express his appreciation for their patience and dedicated work in the typing of this thesis.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

There has been a great deal of speculation and controversy over discipline in the schools of the world. The causes and effects of poor discipline have been discussed, and much has been written on both subjects. The public schools of America are in the peculiar position of being greatly affected by poor discipline. Being a public institution open to all citizens, the schools have to meet the problem and have to find ways of combatting it in order to maintain an efficient operation in line with the standards of excellence set by the public which sustains them.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to compare the grade point total of students who caused discipline problems with that of students who caused no discipline problems, hereinafter referred to as discipline problems and non-discipline problems, within the same intelligence limits as measured by the California Test of Mental Maturity and the Lorge-Thorndike Intelligence Test at Tuckahoe Junior High School; and (2) to show whether there were certain common characteristics possessed by all the discipline problems studied.

Importance of the study. The modern administrator recognizes the fact that self-discipline on the part of the students in his school is the ultimate goal in his development of a philosophy of discipline. He encourages students through student government organizations to develop

their own codes of discipline which are more likely to be followed and accepted by their peers. If it may be proven conclusively that the students who are non-discipline problems in a given large junior high school attain a significantly higher grade point total than students who are discipline problems with comparable abilities, it may be assumed that this is the general rule among similar schools.

With this information at his command, the administrator may more effectively encourage students to cultivate methods of self-discipline with the ultimate goal of attaining satisfactory academic progress which is consistent with their abilities. Students will then realize that there is a definite need for good discipline, not only to satisfy mores and rules set by parents and others, but to fulfill a real goal -- the attainment of better grades.

By isolating the common characteristics of the discipline problems included in this study, and by showing that non-discipline problems with similar abilities attain a higher grade point total, educators may be alerted to certain "danger signals" to look for which may indicate potential discipline problems and therefore affect the attainment of good grades. Also, administrators may concentrate their attention on students who are characterized by these "danger signals."

This information may be useful in scheduling the classes of students for a more effective school operation. Students who manifest the characteristics of the discipline problem may be dispersed among various classes and therefore reduce sharply the chances of chronic misbehavior which may occur in the classroom when they are among others with like characteristics.

II. DEFINITIONS OF TERMS USED

Discipline problem. In order to have been considered a discipline problem, a student must have visited the principal's office at least two times during the school year for disciplinary action. The discipline referrals range in frequency of office visits from two to fifteen times. The discipline problems included in this study were primarily boys, although there were fourteen girls included.

Non-discipline problem. In order to have qualified as a non-discipline problem, a student must not have visited the office at all during the school year for disciplinary action. From such a group of students one was chosen to be matched with each discipline problem. He must have qualified by being within the same range of intelligence as his counterpart in the discipline problem group. He must also have been of the same sex, race, and grade as his counterpart.

Grade point total. In order to compare effectively the students studied, a numerical value was assigned to the letter grade attained by each pupil in each subject. First, each student earned a numerical grade in each subject studied. The numerical grading system used in the Henrico County Public Schools was: 0-74, F; 75-81, D; 82-87, C; 88-94, B; and 95-100, A. Second, these numerical grades were given the letter values seen above. Third, and for the purpose of this study, the following values were assigned: an A was assigned four points; a B was assigned three points; a C was assigned two points; a D was assigned one point; and an F was assigned no points.

Matched samples. Students in the discipline group were chosen on the basis of two or more office visits during the school year 1967-1968 for disciplinary action. They were matched by students in the non-discipline problem group chosen from the school non-discipline problem population. A non-discipline problem matched with a discipline problem within the same limits of intelligence and of the same sex, race, and grade in school constituted a matched sample.

The California Test of Mental Maturity. One of the two tests used to determine the ability of students studied was the California Test of Mental Maturity given at the seventh grade level. This test was chosen because each student studied must have taken this test at the seventh grade level if he attended the Henrico County Public Schools. This test correlates very highly with achievement tests and the standardization population is satisfactory. From the tables of memory, spatial relations, logical reasoning, numerical reasoning, and verbal concepts, the qualified user may draw his own inferences and better interpret individual test profiles.¹

The Lorge-Thorndike Intelligence Test. This test, the other of the two which the students studied must have taken, was administered to each student in the sixth grade. These scales utilize materials that are both verbal and non-verbal in character in the three highest

¹Oscar Buros, editor, The Fifth Mental Measurements Yearbook (Highland Park: The Gryphon Press, 1959), pp. 314-315.

levels as does the California Test of Mental Maturity. The following mental processes are descriptive of intelligent behavior and are sampled on this test: (a) dealing with abstract and general concepts; (b) interpretation and use of symbols; (c) dealing with relationships among concepts and symbols; (d) flexibility in the organization of concepts and symbols; (e) utilizing one's experience in new patterns; and (f) utilizing "power" rather than speed in working with abstract materials.²

Standard error of measurement. The standard error of measurement was an estimate of the deviation which would be formed in the distribution of scores for a specified individual if he were to be tested again and again on the same or similar tests and assuming no learning took place when the individual was exposed to the test material repeatedly.³

Intelligence test score bands. In the past few years testing authorities have increasingly recommended the use of confidence bands in plotting test score profiles. Their major value was that they incorporated notions of error of measurement directly into the process of interpreting scores and profiles.⁴

Each non-discipline problem's total score on the California Test of Mental Maturity and the Lorge-Thorndike Intelligence Test was matched

²Ibid., p. 350.

³Howard B. Lyman, Test Scores and What They Mean (Englewood Cliffs, N. J.: Prentice Hall, 1963), p. 203.

⁴Leonard S. Feldt, "A Note on the Use of Confidence Bands to Evaluate the Reliability of a Difference Between Two Scores," American Educational Research Journal, IV (March, 1967), 139.

with those of his counterpart discipline problem. One standard error of measurement was assigned to the test scores of each discipline problem. The non-discipline problems were then matched with the discipline problems within this intelligence test score band.

Direct-difference method. By using the formula $\sigma_d = \sqrt{\frac{\sum D^2}{N} - (M_D)^2}$ the researcher was enabled to determine the "t" score which indicated the degree of significance between the grade point totals of the non-discipline problems and the discipline problems.

Major subjects. All students were required to study certain subjects in grades seven through nine at Tuckahoe Junior High School. Certain subjects were considered electives. Since many non-discipline problems would have had to be eliminated because of dissimilar subjects taken in relation to the discipline problems and since all students are required to take the major subjects, only these subjects were included in the study. The major subjects included English, history, mathematics, and science.

CHAPTER II

REVIEW OF THE LITERATURE

Methods of maintaining good discipline in the public schools have been discussed much in the literature. It was the researcher's purpose, however, to confine the discussion to the adolescent years and further to narrow the subject to the junior high school.

The first requirement of an educational program which may be called functional or one which runs smoothly is that there must be the orderliness or coordination which will allow the purposes for which the schools exist to be achieved. This quality may also be referred to as discipline. Traditionally, the discipline of the American school was authoritarian.

I. LITERATURE ON SELF-DISCIPLINE

In recent years, educators have become convinced that the best discipline exists when the group accepts certain behavior as necessary to the purposes to be achieved. They also agree upon the fact that because of its importance, the development of self-discipline among these students should be encouraged.⁵

Self-discipline is the long-range goal of any philosophy of class-

⁵Albert L. Ayars, Administering The People's Schools (New York: McGraw-Hill Book Company, 1957), pp. 154-155.

room control. Self-discipline is seldom fully achieved and, at best, takes many years to develop.⁶

Certain disciplinary problems which arise should be considered emergency situations and have to be handled immediately. The skillful handling of these emergency situations must be undergirded by a more basic and permanent approach. This approach involves a genuine teaching process in which the student gains much learning, including an understanding of how his behavior affects others and how the behavior of others affects him. The school needs to help the student develop the inner resources which will eventually enable him to be self-disciplined and to satisfy his ego needs in an effective and socially acceptable manner.⁷

II. LITERATURE ON THE HIGH PERCENTAGE OF ADOLESCENT MISBEHAVIOR AND ITS CAUSES

Schools today are being asked to deal with increasing numbers of badly maladjusted young people, and there is little question that discipline is far more difficult to administer in the secondary schools than ever before. The skill and dedication of teachers, counselors, and administrators are reflected in the passing of a school year with

⁶Rolf E. Muuss, "First Aid For Discipline Problems," National Education Association Journal, LII (September, 1963), 9.

⁷Richard G. Farrow, "Schools and Help for the Offending Child," The Education Digest, XXX (April, 1965), 6.

a minimum of difficulty. It is significant and should be remembered, however, that school successes receive little publicity while every medium of communication reflects its failures.⁸

Several studies undertaken by the National Education Association during the 1960's reemphasize the fact that maintaining good discipline has grown increasingly difficult. In polling a number of teachers from every state in the United States, the researchers found that most teachers believe that although the chronic discipline problems constitute less than five percent of their students, good discipline is much more difficult to maintain.⁹

The problem of increased poor discipline in our public schools has been discussed much in recent years. Edward Grimsley in his regular column which appeared in the Richmond Times Dispatch on May 27, 1968, stated that when he was preparing a speech to deliver to a group of retired teachers, he was appalled to find that discipline in the schools has worsened drastically. He said that there have been many great changes in the schools, the most drastic being in the discipline of the students.

Mr. Grimsley found that in some large city schools discipline is not maintained by the faculties, but by police, who are stationed on school playgrounds and in school building corridors. He said that

⁸Knute Larson, "Secondary School Discipline," National Education Association Journal, LII (September, 1963), 12.

⁹Mildred Fenner, editor, "Discipline Problems," National Education Association Journal, LVI (December, 1967), 60.

schools in most American cities have managed to avoid such measures, but if present trends toward poorer discipline continue, all schools will need policemen to protect faculty members and peaceful students from the others.¹⁰

Mr. Grimsley's opinions and views on this serious threat to education are well-founded, but the changes mentioned above are signs of the times, and ways should be found to help young people. Too often school officials and others find time for censure and spend too little in trying to help. One positive way each adult may help is to try to understand adolescents and to help them understand themselves and their environment.

Educationally, adolescence has been said to occur somewhere between the seventh and the twelfth grade levels. Somewhere between the ages of seven and twenty-five comes the age of social independence in the life of a child when social attachments are shifted from parents and homes ruled by parents to outside peer contacts and influences.

Adolescence is the most difficult of all the states of man's development. The characteristic of this period of man's life may include insecurity, identity confusion, the realization of sexual pleasures, and others. This fact, coupled with the growing unrest of our civilization may, in part, explain the deterioration of discipline in our schools.

¹⁰Edward Grimsley, "School Discipline Takes A Holiday," Richmond Times Dispatch, May 27, 1968, p. B-1.

The drop-out problem is serious at this crucial time. It reflects a low degree of home, parental, and sub-culture motivation.¹¹

During this time it behooves the school authorities to become familiar with and look out for the characteristics of the dropout as manifested by these cases. If the school authorities cultivate the ability of being keenly alert for these signs, they may prevent many students from needlessly dropping out of school.

Under the auspices of the National Child Labor Committee a study was made to determine common characteristics of dropouts. Thirteen thousand youth in five midwestern communities were studied. The following were found to be the most common characteristics of these dropouts:

1. Fairly consistent regression in scholarship from elementary to junior and senior high school.
2. Regression in attendance from elementary to junior and senior high school.
3. Frequent transfers from one school to another.
4. Evidence of a feeling of insecurity or "lack of belonging."
5. A marked lack of interest in school work.¹²

The failure of schools to challenge and the parents to persist, are the probable cause of the difficulty the school faces in educating our youth. School problems are caused by adolescent conflict. They may be due to an adolescent's poor motivation. The adolescent may seek a false status and prestige in the eyes of his fellow students by verbal attacks on the teacher or by his refusal to do work. Test scores may indicate that the student is capable of satisfactory achieve-

¹¹Samuel I. Spector, "The 'Problem' Adolescent," Adolescence, II (Spring, 1967), 3-4.

¹²Bert I. Greene, Preventing Student Dropouts (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1966), pp. 24-25.

ment, but this may be frowned upon by the student who wants recognition in other ways.

A study of note was conducted in Brussels, Belgium, where a group of ninety-eight adults, most of whom were educators, evaluated adolescents as to problems and corrective measures taken to eliminate poor discipline in that city. The school problems were disobedience, use of vulgar language, temper tantrums, fighting, refusal to do work, vandalism, and challenge to authority. Among the causes were said to be too much permissiveness on the part of parents and a low regard for the school and the teachers.

In general, it seems that problem adolescents rather than the educational authorities have set the standards for conduct in the schools. They have broken tradition, lowered standards, and undermined teacher morale. Time only will demonstrate how much they have set our educational system back.¹³

In order to reach the problem adolescent, the causes of his misbehavior should be analyzed and understood. The problem adolescent is usually a mismanaged one. Adolescents want to do at least passing work in required subjects so that they may not have to feel inferior. They want help in discovering their own talents and abilities so that they may establish for themselves intelligent vocational goals. If these goals are not met, the adolescent may seek recognition by becoming a discipline problem.¹⁴

¹³Spector, op. cit., p. 4-18.

¹⁴Ora Lee Chafey, "The Problem Child," The Education Digest, XXVIII (February, 1963), 28-29.

Many times the school is not equipped with the tools of helping the badly maladjusted or the juvenile delinquent although a great stride in this direction has been taken by making guidance and counseling personnel an integral part of the teaching staffs. A school helps a child best when it concentrates on his education and is ready to refer to other agencies problems that require special skills not usually possessed by the teachers.¹⁵

III. LITERATURE ON THE PRINCIPAL'S ROLE IN MAINTAINING GOOD DISCIPLINE

Many types of disciplinary offenses are present in the large junior high school. These range from petty theft to fighting; from lewd notes to forbidden decks of cards. Each disciplinary offense may impede pupil progress according to its seriousness. It is necessary for the person in charge of discipline in the junior high school, usually the assistant or vice-principal, to follow certain procedures to insure correct behavior on the part of all students. It is important for him to be fair and consistent; to act with thoroughness and accuracy; to keep adequate records of all offenses in order to have a complete picture of each discipline problem; and not to lose his sense of humor and become so cynical as to lose his objectivity.¹⁶

¹⁵Farrow, op. cit. pp. 16-18.

¹⁶Walter Jackson, "Discipline in a Large Junior High School," The Bulletin of the National Association of Secondary School Principals, XLVII (October, 1963), 55-58.

In addition to dealing with discipline problems, the public school administrator must not only be interested in taking action or simply administering punishment. He must take positive steps to eliminate poor behavior.

Today the administrator's function does not relieve him of many basic disciplinary duties, although they are greatly altered. His main task in the modern school is the development of a philosophy, program, and procedures, under which students will grow in self-control and self-direction. The administrator's position shifts from that of one who simply administers punishment when a misdeed is committed, to that of a person dedicated to developing rules and modes of conduct in order to eliminate its cause.¹⁷

The modern administrator encourages his students, through student governing bodies and other groups in a leadership role in the school, to organize their own criteria for behavior which are much more likely to be followed and accepted than authoritarian decrees and punishments.

Even though the school administrator may be resourceful and skillful, he sometimes meets an impasse in trying to develop such a philosophy. He sometimes meets a student who presents such serious misbehavior that he must employ his greatest weapon to combat this -- exclusion from school. In Virginia this power of exclusion is a duty delegated to the local school boards by State Law. Paragraph 22-231 of the Virginia School

¹⁷Floyd Pittinger Benjamin, Local Public School Administration (New York: McGraw-Hill Book Company, 1951), p. 321.

Laws states that it shall be the duty of the school board to suspend or expel pupils when the welfare and efficiency of the schools make it necessary.¹⁸

Moreover, paragraph 22-229 states that it is within the power of the principal, or the head teacher where there is no principal, to suspend pupils from school for just cause until the case is decided by the school board. But when such action is taken, it is the duty of the school authority to report the facts in writing immediately to the division superintendent and to the parent or guardian of the child suspended.¹⁹

In Henrico County the School Board delegates the authority to suspend pupils to the principal of the local school, but reserves the power of expulsion for itself. According to State Law the principal must submit a letter to both the division superintendent's representative and to the parent stating the misbehavior which caused the suspension.²⁰

The school administrator avoids the action of exclusion from school whenever possible, however, keeping in mind that such action may seriously impede pupil progress. Several studies have shown that the intelligence quotient scores of excluded students do not correlate well with the large numbers of failures among such students. These

¹⁸Bulletin: State Board of Education, Virginia School Laws, The Michie Company, 1963, p. 138.

¹⁹Ibid.

²⁰Policies and Regulations for the Henrico County Schools, Regulations prepared by the Henrico County School Board (Richmond: Henrico Court House, 1958), p. 28.

students as a group should perform better. This problem is also a social one. A study of students will show that in general, students suspended come from an economically poorer type of neighborhood, from homes where the education of parents is less and the support of the school's philosophy is weak.²¹

The principal should also protect himself by informing the public of the basis of disciplinary measures which may be taken in order to punish students for certain offenses. The dean of boys at Fremont Junior High School of the San Bernardino City School System refers frequently to the Discipline and Control Handbook. He states that it has been of great value many times in clarifying and resolving difficult issues; it has a soothing effect on irate parents and helps the administration to deal fairly with each student.²²

IV LITERATURE ON THE TEACHER'S ROLE IN MAINTAINING GOOD DISCIPLINE

The teacher is the key to our educational successes or failures. It is the important task of the teacher to manage his classroom. The work of the schools demands that the students shall be orderly, systematic, and cooperative. If pupils cannot be managed so that they are busy at

²¹William P. Strunk, "Exclusion From School as a Disciplinary Tool," The Bulletin of the National Association of Secondary-School Principals, XLV (October, 1961), 144.

²²Glenn F. Nolan, "Handbook For Discipline," The Bulletin of the National Association of Secondary-School Principals, XLIII (October, 1959), 15-16.

their work, that they are concerned with it and are working together and are cooperative in spirit, the problem of poor classroom discipline emerges, the school cannot function normally, and there develops a serious deterrent to the academic progress of an individual.

During the last twenty years theories of discipline have changed. No longer are schools managed with strict military methods. Nevertheless, the teacher must earn the respect of his students through his personality, his ability, and his courage in order to operate his classroom in an efficient way²³

The teacher's first duty is to teach. He must remove all blocks to learning and insure the opportunity for all to have an equal chance to learn. Teachers who are worried about their inability to interest pupils must look, first of all, into the problems of motivation and consider the blocks to learning. Teachers who actively search for these blocks, who learn what to do to prevent and remove them, and who develop profitable classroom experiences in the light of their findings, are engaged in a most important area of curriculum improvement.²⁴

The teacher's efforts are probably the most important in identifying potential or active discipline problems. The classroom teacher is in a

²³George Gould and Gerald Allan Yoakam, The Teacher and His Work (New York: Ronald Press Co., 1947), pp. 102-103.

²⁴Gertrude Noar, The Junior High School Today and Tomorrow (Englewood Cliffs, N. J.: Prentice-Hall, 1953), pp. 128-129.

position to judge which discipline measures have worked in the past for him, which measures to have retained for possible use in the future, and which measures to have rejected as antiquated and ineffective. He is in a position to see how the skills, understandings, and attitudes of students have changed and to organize for instruction accordingly.

A factor which is indirectly related to good classroom control and management is the equal distribution of teacher extra duty assignments. Often administrators overburden teachers with assignments which make it impossible for them to make adequate preparation for their teaching duties. This may also lower morale and foster indifference, thus opening the door to poor discipline on the part of students.²⁵

The skillful teacher is the one who realizes that social pressure tactfully applied is a most powerful force in the socialization process, and having a knowledge of the social status of class members gives teachers clues to understanding student behavior and the effectiveness of a particular method of discipline.

If there is a small but powerful clique in a class, it might be of considerable value for a teacher to know to what extent these people are a socially well-integrated part of the class or to what extent they are unrelated to the rest of the group.

Above all, a teacher should be conscious of his responsibility. By doing this he is better able to cope with daily problems of classroom control and management. A major problem, if not the major problem

²⁵Monte S. Norton, "Extra Duties for Teachers," The Bulletin of the National Association of Secondary-School Principals, XLV (December, 1961) 105-110.

of the first year teacher is to be socially accepted as a friend to his students. He should be especially cautious in demanding good classroom control. The first year of teaching involves so much learning that only the very best teachers can absorb it all.

Even experienced teachers have difficulty in the areas discussed above. It must be remembered at all times that teachers influence behavior as no student or group of students can.

The starting point for all preventive discipline is a good lesson, carefully planned, and skillfully executed. This planning involves the curriculum of the entire school system, the year's work in the specific course, the unit, and the daily lesson plan.

Students who fail to see the relevance of what they are supposed to learn are not ready to learn, and students who are not ready to learn are a potential source of trouble. Although poor discipline cannot be entirely eliminated by the individual teacher, he may be a positive force in taking correct steps in that direction.

A frequent source of discipline trouble is the slow learner, some of whom are included in this study. Although his problems may stem from a variety of causes, he is almost always a poor reader. He often becomes a real problem at the seventh grade level after suffering through six or more years of failure and frustration in school, at home, and in the community. He then decides to drop out of school as soon as he can, and even the best teachers, counselors, and administrators find it difficult, if not impossible to persuade him to make further efforts. This is the critical time in the life of such a student. He may either

become a serious discipline problem, or may, through the efforts of skillful teachers, realize his weaknesses and be motivated once more and renew his efforts.

In order for the teacher to meet the above challenge, he must learn many things about the student. He must realize that the slow learner has all of the needs of a normal student, but he also has certain special needs. The teacher must see that such a student has individual professional evaluation so that the teacher knows exactly what he is dealing with; he must see that the student has an appropriate curriculum; he must see that the student has appropriate remedial reading instruction, for example; he must see that the student has success at some academic tasks within the limits of his capability; he must deal with the student with firmness and consistency and keep the student achieving to the limits of his ability.

At the other end of the spectrum are the gifted students. Sometimes these students become discipline problems, and because of their intelligence, theirs are often the more serious offenses. Although the causes of their offenses are different the result can be the same -- poor progress in school. Such students are frequently bored or impatient with the lack of challenge in the lesson material presented. Too often teachers feel that if the student is kept busy, he is challenged, when in reality he may be as bored as if he had nothing to do.²⁶

²⁶Larson, op. cit., 12-15.

The teacher can do much to eliminate the causes of poor behavior exhibited by the slow learner and the gifted student. In both cases it is the teacher's responsibility to make course content meaningful to every student in the class. There is no greater challenge. This must be done, and to be done, the teacher must cope with the problem of poor discipline and find methods of combatting it.²⁷

V. LITERATURE ON PUNISHMENT IN THE PUBLIC SCHOOLS

As important as maintaining good discipline in the public schools is the punishment meted out when offenses are committed. In years past disciplinary measures bordered on barbarianism. In recent years corporal punishment has been frowned upon, but it seems to be returning as a last resort in maintaining discipline. Most educators feel that the home should take the initiative in punishment, but when the home fails, the school has to assume this responsibility. President John F. Kennedy commented on this while he was in office:

We have to think about our own children, and we are rather reluctant to see other people administering punishment to them. So I would not be for corporal punishment in the school, but I would be for very strong discipline at home so we don't place an unfair burden on our teachers.²⁸

The laws of Virginia are very clear on the subject of corporal punishment. Paragraph 22-231 of the Virginia School Laws states

²⁷Kenneth B. Hoyt, "Guidance and School Dropouts," The Education Digest, XXX (March, 1965), 12-18.

²⁸John A. R. Wilson and James M. Spinning, "Corporal Punishment?," National Education Association Journal, LII (September, 1963), 19.

that reasonable corporal punishment of pupils is permitted in the schools of the state, and that a principal or teacher may administer such punishment provided that he acts in good faith and that this punishment is not excessive.²⁹

The Henrico County Schools, however, use corporal punishment seldom. The Henrico County School Board discourages such action by its school officials for their protection. The phrase "provided he acts in good faith and such punishment is not excessive" may be loosely defined and lawsuits may be initiated against officials charging that such punishment was excessive or not administered in good faith.

Other forms of punishment in common use in the secondary schools include the following: the reprimand, which should be private if possible; the enforced after-school conference between teacher and student; detention, which should be limited to minor offenses and should be of a constructive nature if possible; enforced labor, which must be handled with care; fines, which should be limited to library delinquency or similar offenses; payment for destroyed public property, on which subject the Virginia laws are very lenient to the offender and almost impossible of enforcement by a school; temporary isolation in the classroom; suspension from classes or school; and expulsion from school, which, as previously mentioned, is usually used as a last resort and reserved for the local school board to execute. These measures have proved effective when they have been used with discretion by school officials.

²⁹Bulletin: State Board of Education, op. cit., p. 138.

All methods of discipline mentioned above should be based upon by a set of sound, basic principles. Six such principles should always be followed whenever a situation occurs in which it is necessary to administer discipline. First, the discipline policies should be in harmony with the total goals of education. The first criterion applied to any school disciplinary procedure should be, "Is this a sound educational practice?" Second, disciplinary policies should be in harmony with research findings particularly psychology and sociology. Third, disciplinary policies should be in line with the principles of a democratic society; respect for the rights and dignity of others and equal justice and treatment for all. Fourth, disciplinary policies should stress the responsibilities as well as the rights of an individual. Fifth, disciplinary policies should be directed toward the development of the goal of self-discipline in the individual; the emphasis should be on the benefits of good self-discipline both to the group and to the individual. Sixth, disciplinary policies should be first, preventive; second, corrective; and never retributive.³⁰

³⁰Larson, op. cit., 15-17.

CHAPTER III

SCOPE, ASSUMPTION, AND DELIMITATIONS OF THE STUDY

I. SCOPE OF THE STUDY

Selection of matched samples. All students who visited the office at Tuckahoe Junior High School during the school year 1967-1968 for disciplinary action a minimum of two times were included in this study. They were matched in relation to intelligence, sex, race, grade in school, and subjects taken with students who did not visit the office for disciplinary action during the same period of time.

Comparison of matched samples. By using the direct-difference method for matched samples, the degree of significance of the difference in the grade point total of the discipline problems and the non-discipline problems was shown.

Period of time covered by the study. The study was conducted over a period of one school session, from September 1, 1967, through June 7, 1968, and included only students at Tuckahoe Junior High School in Henrico County, Virginia.

II. ASSUMPTION

The null hypothesis. There will be no difference in the grade point totals attained by the discipline problems and the non-discipline problems matched according to intelligence, sex, race, and subjects taken.

In this study the null hypothesis will be accepted or rejected.

III. DELIMITATIONS OF THE STUDY

Students included. Only students who were currently enrolled at Tuckahoe Junior High School during the 1967-1968 school session were studied. Although a large percentage of seventh, eighth, and ninth grade students were included in the study, they were only a minority of the approximately 35,000 students enrolled in the Henrico County Public School System.

This study included seventh, eighth, and ninth grade students and represented the large junior high school with enrollemnts of 1500 or more students.

Subjects included. Because of the wide variety of subjects offered at Tuckahoe Junior High School, only the subjects of English, history, mathematics, and science were included in this study. By computing the grade point totals of the students studied on the basis of final grades achieved in these four major subjects, it was possible to encompass a larger population of non-discipline problems within the same intelligence score bands as each discipline problem. This would, therefore, give a larger sampling to choose from for each one.

Since the elective subjects were not uniformly distributed throughout the student body, many non-discipline problems who could ordinarily have been chosen were eliminated. If these elective subjects had been included, it would have been necessary to match a non-discipline problem

with a discipline problem who not only scored within his intelligence test score band, but who took the same elective subjects.

Students excluded. Some students who would ordinarily have been classified as discipline problems may have been excluded. Students who transferred to Tuckahoe Junior High School during the school year 1967-1968 might have been included had they been enrolled there for the entire school session. Their chances of being referred to the office would be greater since they would have had more contact with teachers and would have had more time to commit misdeeds. Also, a student's transcript sent to Tuckahoe Junior High School did not indicate the number of office referrals he had had. Since he may have been referred to the office at his previous school more than two times and that fact was not known, this increased his chances of being eliminated as a discipline problem.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

I. MATCHED INTELLIGENCE TEST SCORES

Intelligence test scores. The data with regard to the matching of non-discipline problems with discipline problems are presented in Table I. Data on non-discipline problems are on the left. C. T. M. M. is an abbreviation for the California Test of Mental Maturity, and the abbreviation L.-T. represents the Lorge-Thorndike Intelligence Test. On the right are the data for the discipline problems, the abbreviations representing the same tests.

The observer will note that the total intelligence score is in parenthesis, with the confidence band following this score. The confidence band assigned to the California Test of Mental Maturity was seven points added to or subtracted from the total score.³¹

The confidence band assigned to the Lorge-Thorndike Intelligence Test was four points added to or subtracted from the total score. Although the average standard error of a Lorge-Thorndike Intelligence Test is 4.4 I.Q. points, four points were assigned to promote clarity and eliminate unnecessary computations.³²

³¹Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, Manual: California Short Form Test of Mental Maturity (Hollywood: California Test Bureau, 1957), p. 4.

³²Irving Lorge and Robert L. Thorndike, Examiner's Manual: The Lorge-Thorndike Intelligence Tests (New York: Houghton Mifflin Company, 1957), p. 15.

TABLE I

SCORES OF NON-DISCIPLINE AND DISCIPLINE PROBLEMS AS MEASURED
BY THE CALIFORNIA TEST OF MENTAL MATURITY AND THE
LORGE-THORNDIKE INTELLIGENCE TEST

Non-Discipline Problems					Discipline Problems				
	<u>C.T.M.M.</u>		<u>L-T.</u>			<u>C.T.M.M.</u>		<u>L-T.</u>	
1	(93)	86-100	(100)	96-104	1'	(95)	88-102	(102)	98-106
2	(124)	117-131	(125)	121-129	2'	(125)	118-132	(124)	120-128
3	(108)	101-115	(108)	104-112	3'	(100)	93-107	(111)	107-115
4	(119)	112-126	(113)	109-117	4'	(118)	111-125	(114)	110-118
5	(104)	97-111	(105)	101-109	5'	(104)	97-111	(101)	97-105
6	(109)	102-116	(100)	96-104	6'	(109)	102-116	(100)	96-104
7	(92)	85-99	(98)	94-102	7'	(90)	83-97	(94)	90-98
8	(97)	90-104	(97)	93-101	8'	(106)	99-113	(97)	93-101
9	(93)	86-100	(92)	88-96	9'	(108)	101-115	(99)	95-103
10	(87)	80-94	(92)	88-96	10'	(88)	81-95	(89)	85-93
11	(71)	64-78	(90)	86-94	11'	(74)	67-81	(81)	77-85
12	(109)	102-116	(110)	106-114	12'	(109)	102-116	(110)	106-114
13	(132)	125-139	(136)	132-140	13'	(132)	125-139	(130)	126-134
14	(125)	118-132	(122)	118-126	14'	(125)	118-132	(116)	112-120
15	(124)	117-131	(124)	120-128	15'	(125)	118-132	(114)	110-118
16	(99)	92-106	(96)	92-100	16'	(98)	91-105	(98)	94-102
17	(100)	93-107	(104)	100-108	17'	(101)	94-108	(100)	96-104
18	(107)	100-114	(107)	103-111	18'	(106)	99-113	(98)	94-102

TABLE I (continued)

Non-Discipline Problems				Discipline Problems			
<u>C.T.M.M.</u>		<u>L-T.</u>		<u>C.T.M.M.</u>		<u>L-T.</u>	
19	(82) 75-89	(90)	86-94	19'	(88) 81-94	(82)	78-86
20	(108) 101-115	(113)	109-117	20'	(107) 100-114	(112)	108-116
21	(90) 83-97	(102)	98-106	21'	(90) 83-97	(96)	92-100
22	(90) 83-97	(94)	90-98	22'	(91) 84-98	(92)	88-96
23	(121) 114-128	(127)	123-131	23'	(121) 114-128	(122)	118-126
24	(99) 92-106	(104)	100-108	24'	(105) 98-112	(106)	102-110
25	(100) 93-107	(97)	93-101	25'	(100) 93-107	(103)	99-107
26	(104) 97-111	(97)	93-101	26'	(105) 98-112	(91)	87-95
27	(110) 103-117	(114)	110-118	27'	(110) 103-117	(110)	106-114
28	(104) 97-111	(111)	107-115	28'	(104) 97-111	(108)	104-112
29	(106) 99-113	(115)	111-119	29'	(106) 99-113	(115)	111-119
30	(107) 100-114	(104)	100-108	30'	(108) 101-115	(96)	92-100
31	(101) 94-108	(108)	104-112	31'	(101) 94-108	(103)	99-107
32	(107) 100-114	(104)	100-108	32'	(106) 99-113	(104)	100-108
33	(106) 99-113	(106)	102-110	33'	(106) 99-113	(106)	102-110
34	(99) 92-106	(100)	96-104	34'	(98) 91-105	(106)	102-110
35	(113) 106-120	(113)	109-117	35'	(112) 105-119	(112)	108-116
36	(117) 110-124	(116)	112-120	36'	(117) 109-124	(113)	109-117
37	(130) 123-137	(124)	120-128	37'	(130) 123-137	(129)	125-133

TABLE I (continued)

Non-Discipline Problems					Discipline Problems				
<u>C.T.M.M.</u>		<u>L-T.</u>			<u>C.T.M.M.</u>		<u>L-T.</u>		
38	(108)	101-115	(110)	106-114	38'	(108)	101-115	(100)	96-104
39	(104)	87-101	(104)	100-108	39'	(95)	88-102	(101)	97-105
40	(115)	108-122	(116)	112-120	40'	(114)	107-121	(118)	114-122
41	(100)	93-107	(105)	101-109	41'	(101)	94-108	(108)	104-112
42	(114)	107-121	(105)	101-109	42'	(114)	107-121	(114)	110-118
43	(84)	77-91	(80)	70-84	43'	(83)	77-90	(79)	75-83
44	(123)	116-130	(114)	110-118	44'	(123)	116-130	(110)	106-114
45	(100)	93-107	(100)	96-104	45'	(100)	93-107	(95)	91-99
46	(104)	97-111	(113)	109-117	46'	(98)	91-105	(111)	107-115
47	(114)	107-121	(106)	102-110	47'	(113)	106-120	(104)	100-108
48	(97)	90-104	(92)	88-96	48'	(95)	88-102	(84)	80-88
49	(119)	112-126	(106)	102-110	49'	(119)	112-126	(106)	102-110
50	(98)	91-105	(96)	92-100	50'	(97)	90-104	(92)	88-96
51	(104)	97-111	(110)	106-114	51'	(103)	96-110	(112)	108-116
52	(97)	90-104	(98)	94-102	52'	(97)	90-104	(96)	92-100
53	(120)	113-127	(107)	103-111	53'	(120)	113-127	(106)	102-110
54	(114)	107-121	(101)	97-105	54'	(114)	107-121	(104)	100-108
55	(105)	98-112	(108)	104-112	55'	(105)	98-112	(107)	103-111
56	(125)	118-132	(127)	123-131	56'	(128)	121-135	(125)	121-129
57	(123)	116-130	(122)	118-126	57'	(118)	111-125	(126)	122-130

TABLE I (continued)

Non-Discipline Problems				Discipline Problems			
<u>C.T.M.M.</u>		<u>L-T.</u>		<u>C.T.M.M.</u>		<u>L-T.</u>	
58	(115) 108-122	(112)	108-116	58'	(112) 105-119	(108)	104-112
59	(97) 90-104	(114)	110-118	59'	(100) 93-107	(112)	108-116
60	(117) 110-124	(110)	106-114	60'	(114) 107-121	(118)	114-122
61	(124) 117-131	(120)	116-124	61'	(124) 117-131	(128)	124-132
62	(101) 94-108	(108)	104-112	62'	(101) 94-108	(116)	112-120
63	(103) 96-110	(98)	94-102	63'	(101) 95-108	(92)	88-96
64	(117) 110-124	(112)	108-116	64'	(117) 110-124	(102)	98-106

Methods of matching. The scores of the discipline problems on both tests were matched with those of the non-discipline problem population. A member of the non-discipline problem population was then selected from the students who were nearest or within the intelligence test score bands of the discipline problem. The non-discipline problem selected must also have been of the same sex, race, and grade in school, as the discipline problem with whom he was matched.

The California Test of Mental Maturity and the Lorge-Thorndike Intelligence Test were chosen in order to match students because their use is common practice in almost every school in Virginia. In view of this fact there was a much better chance of matching students.³³

II. COMPARISON OF THE TWO GROUPS

The use of the direct-difference method. Each student was assigned a grade point total for the purpose of employing the direct-difference formula. This method was used to determine the significance of the difference in the grade point totals of the two groups because the direct-difference method automatically takes into account the correlation that exists between the score distributions, regardless of the size or algebraic sign of the correlation. This formula was used in order to determine the "t" ratio which served as an index of the difference between means that are correlated.

³³David A. Goslin, "The Social Impact of Standardized Testing," National Education Association Journal, LII (October, 1963), 20-22.

The use of this formula enabled the researcher to accept or reject the null hypothesis.³⁴

Table II demonstrates the use of the direct-difference formula. The reader will note that the grade point totals of the non-discipline problems and the discipline problems were presented. The difference was then computed by subtracting the grade point total of the discipline problem of each pair from the corresponding non-discipline problem. The difference between the grade point totals of each pair was then squared in the final column. The difference score was negative whenever the discipline problem's grade point total was greater than that of the non-discipline problem.

The totals of the four columns were then substituted into the formula to obtain the "t" score shown at the end of Table II.

Results of the computation. A "t" score of 11.74 was obtained by way of computation. The crucial level using the one percent level of confidence with sixty degrees of freedom is 2.66. Any "t" score obtained below 2.66 would have indicated that the difference between the grade point totals of the discipline and non-discipline problems was insignificant. Since the "t" score obtained using the students in this study was 11.74, it indicated that the difference between the two totals was highly significant, and that the non-discipline problems included in this study attained a significantly higher grade point total than the discipline problems.

³⁴Benton J. Underwood, et al, Elementary Statistics, (New York: Appleton-Century-Crofts, Inc., 1954), p. 171.

TABLE II
APPLICATION OF THE DIRECT-DIFFERENCE METHOD

GRADE POINT TOTALS				
<u>Student</u>	<u>Non-Discipline Problems</u>	<u>Discipline Problems</u>	<u>Difference</u>	<u>Difference Squared</u>
1	12	0	12	144
2	8	3	5	25
3	6	4	2	4
4	4	0	4	16
5	6	0	6	36
6	7	5	2	4
7	6	4	2	4
8	4	4	0	0
9	4	4	0	0
10	1	2	-1	1
11	4	0	4	16
12	4	0	4	16
13	16	12	4	16
14	9	2	7	49
15	9	10	-1	1
16	6	2	4	16
17	8	4	4	16
18	13	7	6	36

TABLE II (continued)

GRADE POINT TOTALS				
<u>Student</u>	<u>Non-Discipline Problems</u>	<u>Discipline Problems</u>	<u>Difference</u>	<u>Difference Squared</u>
19	0	0	0	0
20	8	0	8	64
21	10	3	7	49
22	5	4	1	1
23	12	5	7	49
24	7	1	6	36
25	11	5	6	36
26	4	3	1	1
27	9	0	9	81
28	5	4	1	1
29	12	5	7	49
30	10	1	9	81
31	12	3	9	81
32	11	6	5	25
33	12	6	6	36
34	12	4	8	64
35	11	6	5	25
36	12	1	11	121
37	12	6	6	36

TABLE II (continued)

GRADE POINT TOTALS				
<u>Student</u>	<u>Non-Discipline Problems</u>	<u>Discipline Problems</u>	<u>Difference</u>	<u>Difference Squared</u>
38	10	3	7	49
39	6	4	2	4
40	12	8	4	16
41	11	0	11	121
42	11	8	3	9
43	5	4	1	1
44	14	9	5	25
45	12	3	9	81
46	8	6	2	4
47	11	3	8	64
48	5	3	2	4
49	10	3	7	49
50	7	5	2	4
51	12	3	9	81
52	7	5	2	4
53	9	4	5	25
54	12	4	8	64
55	11	6	5	25

TABLE II (continued)

GRADE POINT TOTALS				
Student	Non-Discipline Problems	Discipline Problems	Difference	Difference Squared
56	11	9	2	4
57	10	6	4	16
58	9	6	3	9
59	6	4	2	4
60	4	3	1	1
61	10	11	-1	1
62	6	1	5	25
63	11	6	5	25
64	9	5	4	16
N=64	$M_1=8.61$	$M_2=4.03$	$\Sigma D(+)=+296$	$\Sigma D^2=1967$

$$\Sigma D(-) = -3$$

$$\Sigma D = 293 \quad M_D = \frac{293}{64} = 4.58$$

$$\sigma_D = \sqrt{\frac{\Sigma D^2}{N} - (M_D)^2}$$

$$\sigma_D = \sqrt{\frac{1967}{64} - (4.58)^2}$$

$$\sigma_D = 3.12$$

$$\sigma_{M_D} = \frac{\sigma_D}{\sqrt{N-1}}$$

$$\sigma_{M_D} = \frac{3.12}{\sqrt{63}}$$

$$\sigma_{M_D} = .39$$

$$t = \frac{4.58}{.39}$$

$$t = 11.74$$

Therefore it may be stated that during the school year 1967-1968, the discipline problems at Tuckahoe Junior High School attained a significantly lower grade point total than selected non-discipline problems within the same intelligence test score confidence bands and of the same sex, race, and grade in school. Hence, the null hypothesis was rejected.

III. COMMON CHARACTERISTICS OF THE DISCIPLINE

PROBLEMS STUDIED

Characteristics and their frequency. There were certain characteristics which reappeared in the behavior patterns and background of the discipline problems studied. This information may prove helpful to administrators in identifying potential discipline problems and dealing with them in such a way as to prevent the further development of undesirable behavior.

Table III presents a list of characteristics which are found in the histories of the discipline problems studied. The reader will notice that the family backgrounds of the majority of the discipline problems show that their parents are middle class high school graduates.

The past performance of the discipline problems shows that a majority or thirty-two of them were no discipline problem in grades one through six. Twelve students were said to have been infrequent discipline problems. They were also said not to have been serious problems. Such things as inattentiveness, talking too much, and immaturity were recorded by one or more elementary school teachers on the student's cumulative

TABLE III

SELECTED CHARACTERISTICS OF DISCIPLINE PROBLEMS STUDIED

Characteristic	Number of Discipline Problems Affected
I. Types of homes	
A. Broken homes	10
B. Alcoholic parents.	2
C. Socio-economic status of parents	
1. High (above \$10,000 per year).	12
2. Average (\$5,000 - \$10,000 per year).	43
3. Low (\$0 - \$5,000 per year)	9
D. Education of parents	
1. Mother	
a. Non-high school graduate	7
b. High school graduate	44
c. College graduate	13
2. Father	
a. Non-high school graduate	6
b. High school graduate	37
c. College graduate	21
E. Adopted child.	2
II. Past performance	
A. Behavior record in elementary school	
1. Good (no mention of misbehavior)	32

TABLE III (continued)

Characteristic	Number of Discipline Problems Affected
2. Fair (infrequent mention of misbehavior)	12
3. Poor (frequent mention of misbehavior)	20
B. Students with professionally diagnosed emotional illnesses	1
C. Students with physical handicaps	2
III. Types of offenses in order of frequency	
A. Truancy	38
B. Smoking	35
C. Discourtesy to teachers.	32
D. Lying	9
E. Fighting	8
F. Stealing	7
G. Use of profane language.	3
H. Other.	10
IV. Repeating one or more subjects	13
V. Attendance records	
A. Good (0-5 absences).	15
B. Fair (6-10 absences)	19
C. Poor (11 or more absences)	30
VI. Suspensions during the 1967-1968 session	33

record which goes with him through high school. Twenty of these students were classified as frequent and serious discipline problems. All who taught this group made frequent mention on the students' records of their constant disturbance in class, talking back to the teacher, and trips to the office for disciplinary action by the principal.

Poor attendance was mentioned above as a frequent correlary of the discipline problem.³⁵ The attendance figures in Table III represent the student attendance record during the 1967-1968 school session, although poor attendance characterized the discipline problems throughout their fifth and sixth years in school.

Over fifty percent of the discipline problems studied were suspended from school one or more times during the 1967-1968 school session. Students suspensions in the elementary school are insignificant, but when students reach the seventh grade, the number of these suspensions increases rapidly.

Included in Table III are statistics concerning the more serious offenses committed by the discipline problems studied. The reader will notice that truancy, smoking, and discourtesy to teachers, in that order, are the most frequent offenses which were cause for disciplinary action.

These three offenses seem to be the dominant types of misbehavior of the discipline problem. In the state of Georgia a study was conducted under the auspices of the Georgia State Department of Education to determine which types of misbehavior were prevalent in that state.

³⁵Greene, loc. cit.

Along with two others, truancy, smoking, and discourtesy to teachers were found to be the most frequent types of misbehavior in the junior high schools and senior high schools of that state.³⁶

One may conclude that when these offenses appear or have appeared the administrator should be on guard for more serious problems which may seriously affect the smooth operation of his school and the progress of an individual.

Certain isolated types of misbehavior. Some offenses included in Table III may indicate serious emotional or mental problems, and when they are committed, the student should be referred immediately to a professionally trained person for evaluation.³⁷

Two such students were included in this study and fit into the general category of problems too serious to be handled at school. One was a sex offender, and the other telephoned a bomb threat to the school. They are currently being treated by a psychiatrist.

Certain less serious offenses. Not included in Table III are certain offenses considered to be of a less serious nature. Being late to class, loitering on school grounds, and misbehavior in the lunchroom are examples of those offenses not reported.

³⁶Albert J. Kingston and Harold W. Gentry, "Discipline Problems and Practices in the Secondary Schools of a Southern State," The Bulletin of the National Association of Secondary-School Principals, VI (November, 1961), 43.

³⁷Farrow, loc. cit.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. CONCLUSIONS

Rejection of the null hypothesis. When this study was begun, the null hypothesis was adopted. Two groups of students were matched as closely as possible according to their intelligence test scores, age, grade, race, and sex. It was assumed that these matched pairs would achieve similar grade point totals. But since it was shown that the non-discipline problem group achieved a significantly higher grade point total, the null hypothesis was therefore rejected.

Common characteristics manifested in the discipline problem.

It was determined that the child who was to become the discipline problem was difficult to detect in the elementary school, but it was definitely a danger sign if he was characterized by hostility toward the teacher or if he visited the principal's office often for disciplinary measures.

It was determined that the student whose good attendance record deteriorated from elementary to junior high school was one who possessed the characteristic not only of the dropout but of one half of the discipline problems studied.

A person who was suspended from school, who was truant often, who was discourteous to teachers, or who smoked on school grounds committed one of the most frequently found types of offenses among the discipline problems studied.

The typical discipline problem was found to be one who had parents who were high school graduates with an average income. He was no discipline problem in elementary school, but became a poor attender in the late years of his elementary school years to his junior high school years. Poor attendance was an increasing problem during junior high school.

The effect of poor discipline. The discipline problem was capable of the achievement displayed by the non-discipline problem, but due to the fact that he channeled his energies toward causing a problem for school officials, he achieved a lower grade point total than he was capable of achieving. In view of this information, the researcher concluded that the non-discipline problem at Tuckahoe Junior High School was in a position to profit more from his junior high school education than his counterpart, the discipline problem.

In a similar study Thomas A. Ringness compared matched groups of thirty pairs of bright ninth grade boys with IQ's of 120 or above. Thirty of these boys were academically successful. They were matched with thirty who were academically unsuccessful. Ringness concluded that the bright non-successful students were more interested in an active social life than their successful peers. Further, non-conformity for the successful youths had an anti-social connotation; but for the unsuccessful youths it was viewed as independence to achieve their own ends their own ways. In addition, the lower achievers were more

conscious of opinions of peer groups and prized social life and popularity more than academic success.³⁸

In the case of the discipline problem as was the case of the unsuccessful youths mentioned above, non-conformity which assumes the guise of poor discipline may be said to have been exhibited in order to be accepted by peer groups.

II. RECOMMENDATION FOR APPLICATION

Help for the school administrator. Since it was shown that poor discipline adversely affects the attainment of a grade point total consistent with ability and that certain characteristics were evident in the histories of the discipline problems studied, the school administrator may take certain measures in order to promote good discipline in his school. By separating students who have shown signs of poor discipline or who have been active discipline problems, he may reduce the possibility of their getting together and collaborating on larger misdeeds than they would ordinarily be capable of singly.

With this information at his command, the administrator may also make his teacher assignments so as to assign these problem students to his stronger disciplinarians.

In order to curtail misbehavior in his school, it is absolutely necessary that the administrator have the best possible communication

³⁸Thomas A. Ringness, "Affective Differences Between Successful and Non-Successful Bright Ninth Grade Boys," The Personnel and Guidance Journal, XLIII (February, 1965), 600-606.

with his patrons. Even as parents need to know the academic progress of their children, they need to know whether or not they are adjusting socially. The administrator has the obligation to inform parents of all acts of misbehavior committed by their children. The administrator may confer with parents and point out certain activities which may lead to serious problem behavior later. With this information the parent will be in a position to help the school at home by using forms of punishment which may be prohibited at school.

Teachers and parents may work together for better discipline.

Because the school administrator has many duties, in a large junior high school it may be difficult for him to confer with all parents whose children find difficulty in adjusting to the school society. This is especially true of the child who is not a serious discipline problem since the serious problems are usually the only children the school administrator may have time to confer about. When a classroom teacher finds indications that one of his students may easily find his way into acts of misbehavior, he may call for a parent conference. The teacher and the parent may then discuss preventive measures to be taken to arrest such behavior before trouble begins.

The obligation of parents. Just as the school administrator has the duty of informing parents of pupil progress and indications of trouble ahead, the parent has the obligation of keeping himself informed of the activities and policies of the schools. Through parent-teacher organizations and civic groups aimed at better schools, the parent

may keep abreast of the latest educational innovations and the programs of his children. Only if the channels of communication between the school and society are kept open and operative will the schools serve the purposes for which they were established.

III. NEED FOR FURTHER RESEARCH

Further studies involving the same students. A question which was unanswered in this study, but one which was acknowledged, was whether or not the impact of adolescence on a young life causes the individual to have difficulty in adjustment.

There is a definite need to explore this question further in a study of the high school adjustment of these young people. It was observed that exactly one half of the discipline problems studied presented no serious problem at all in the elementary school, and that twelve others presented no serious problems there. It was also observed that not until the later years of the elementary school did many of the discipline problems studied exhibit serious problem misbehavior and poor attendance habits. In view of this information it may be beneficial to make the same type of study in the high school. Such a study may help to determine the effects of adolescence on behavior and on the attainment of a grade point total consistent with ability. This information would also be invaluable to school authorities who are involved in planning the organization of the schools. Rather than the comparative isolation of the adolescent in the junior high school, these authorities may feel that the purposes of public education may best be served when the adolescent is housed in the same school as the older and more mature

youth who may be a more restrictive influence on the behavior of the adolescent.

Studies involving junior high school students housed in the junior-senior high school. This study was conducted using seventh, eighth, and ninth grade students who attended Tuckahoe Junior High School in Henrico County, Virginia during the school year 1967-1968. There are two junior-senior high schools in the same county which house grades seven through twelve.

By administering the same type of study to the junior high school students in these two schools, it would be possible to compare the results with the one which was conducted. By doing this one could determine whether the student is benefited by contact with older students in the high school.

Similar studies have been made on the subject of the junior-senior high school, but the researcher felt the need of updating such information by studying the peculiar situation of the schools mentioned above.

A study of the later grades of the elementary school. There has been much controversy over the addition of a guidance counselor in the elementary school. By conducting the same type of study using the discipline problems in the later grades of the elementary schools, one may conclude whether the addition of a guidance counselor at the elementary level may be beneficial in dealing with the discipline problems which arise in this school. It may also be decided whether or not this person is needed to meet the problem of adolescence earlier than the junior high school.

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VITA

John Wayne Traylor was born June 26, 1937 at Richmond, Virginia, the only son of Mr. and Mrs. John Walter Traylor. He attended the Richmond Public Schools and was graduated from John Marshall High School in January, 1956.

In September, 1956, he enrolled at the University of Richmond, where he was graduated in 1960 with a Bachelor of Arts degree in English. While an undergraduate at Richmond College, he was a member of Phi Delta Theta social fraternity and Kappa Delta Pi, an honor society in Education.

Upon graduation from the University of Richmond in 1960, he took a position with the Henrico County Public School System as a teacher of English at Brookland Junior High School, where he taught for six years.

In June of 1962, he was married to Faye Fergusson, who also became a teacher in the Henrico County School system.

In 1964 he was enrolled at the Graduate School of the University of Richmond, where he expects to earn the degree of Master of Science in Education in August, 1968.

He was appointed assistant principal at the Tuckahoe Junior High School in Henrico County in 1965. He has served in this capacity for the past three years.

He is a member of the Henrico Principal's Association, the Henrico Education Association, the Virginia Education Association, and the National Educational Association. He is also a trustee in the Fairmount United Methodist Church.